

Utilization Of Peer Tutorial Methods In Improving Learning Outcomes Lay Up Shoot VIII Grade Students Of SMP N 4 Rejang Lebong

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Abstract

Physical education not only focuses on psychomotor aspects (skills), but also includes cognitive (knowledge) and affective (attitude). Learning models are often considered less varied and monotonous. This research method is class action research. The process of research in the classroom includes planning, action, observation, and reflection stages. Data collection techniques are performed by observing field (observation), interviews and documentation. The tools used are curriculum, RPP and assessment tools that cover emotional, cognitive and psychological aspects. The data analysis used is qualitative descriptive. The classical mastery that must be achieved on Lay Up Shoot learning is 75%. The grade of classical learning of period I was 73.77% (discontinuous). While the grade of classical learning finance of cycle II reaches 83.40% (finished). Improved student learning results after an even semester (graduated) by 0.8 with high criteria. The conclusion of this study is that there is an increase in learning to shoot weapons with peer tutors in class VIII students of Junior State 4 Rejang Lebong Year 2022. Researcher suggestion is that the use of peer instruction can be motivated for teachers to be more creative in developing learning processes, improving learning outcomes and Lay Up Shoot skills.

A. Introduction

Basketball is an exciting sport, currently basketball is a sport that continues to grow. Various basketball competitions are now popular, including basketball championships between students ranging from junior high school, high school, to college level, as well as professional executive competitions and National Basketball competitions between professional clubs throughout Indonesia or IBL (Indonesian Basketball League). This competition itself will train hidden talents on the national basketball court. Basketball is also a sport suitable for all ages. In Saichudin & Munawar (2019) stated that the basic techniques that need to be mastered by enthusiasts, especially for beginners who want to learn to become professional players, of course, must master basic techniques such as rebounding, catching and passing, pivoting, dribbling and also shooting. Without ruling out other basic techniques, shooting is one of the most important techniques and must be mastered by a basketball player to get a score. The most effective shooting technique is lay up shooting.

Lay-up is not a single movement but a series of movements to put the ball into the opponent's ring. This movement is done by stepping twice and then putting the ball into the opponent's ring. Lay-ups are done on the right or left side of the basket. This movement is a shot from close range. Lay-ups are also called floating shots (Kusuma, 2019). Handoyo et al. (2019) also stated that lay-up shoot is a shooting motion close to the basket and as if the ball is placed in the basket, this shot can be done by receiving the ball from a friend's pass or in a running state, or the shooter dribbles and is done at the end of the dribble, by taking two or three steps as well as at the end simultaneously raising hands and knees to jump upwards towards

the basket by jumping as high as possible and getting the highest point, then when it stops in the air and approaches the basket, the ball is then released. Releasing the ball does not need to be done with great force, but simply with the index finger. To understand the lay up shoot, it is necessary to master important elements in its implementation, this is mentioned in [Khairat](#) (2020) there are several techniques that need to be considered in the lay up shoot technique, including footsteps, helping hands, and strokes. every basketball player must be able to lay up shoot with the right hand even if they are right-handed, footsteps can also lay up shoot with the right hand when doing lay up shoot.

In the learning process, teachers or educators play an important role in educating, teaching and even supervising students in carrying out the learning activity process. Teachers must be able to know the characteristics of each student, so that the objectives of learning activities can be achieved properly and optimally. In addition, teachers must know and explore children's learning conditions so that the learning process runs effectively and efficiently.

Basically, every student has the desire to achieve high academic and non-academic achievements in the school environment. Of course, this cannot be achieved by all students. There are several factors that influence, for example internal factors, intelligence and student learning completeness. While external factors such as teachers, facilities and infrastructure at school and relationships with fellow students. In [\(Febianti, 2016\)](#) states that peer tutor means students who act as teachers (tutors) or who instruct other students. The peer tutoring learning approach, also known as peer teaching, is a cooperative learning strategy that fosters cooperation and mutual respect amongst students. Peer tutoring (also known as peer teaching) promotes learning since it allows for active student participation and group problem-solving to ensure that all students have an equal comprehension of the course materials.

According to Gagne in his book "conditions of learning" in [Wahab & Rosnawati](#) (2021) states that "learning conditions are a learning situation that can produce changes in behavior (performance) in a person after he is placed in that situation". Thus, in order to accomplish learning objectives, learning techniques may be thought of as a technique used to carry out plans that have been developed in the form of actual and practical actions. [Afandi et al.](#) (2013) state that the cooperative learning method is a learning model that has been known for a long time, where teachers encourage students to work together to solve problems. In order to achieve the expected goals, learning is a conscious effort from a teacher to teach students (teaching students by directing student interactions with other learning resources).

Students must exchange information with other students and become effective teachers of one another in order for the teaching-learning process to continue. This is expressed in [Febianti](#) (2014) that one learning strategy to assist address the needs of pupils is peer tutoring. It is a collaborative strategy rather than a competing one. Students that use peer tutors will feel proud of their position and also benefit from their experiences. Learning communities that encourage mutual respect and understanding amongst students are those that use peer tutors. This serves to support his learning and helps him benefit from his newfound responsibilities. Learners who work with peer tutors also improve their capacity to listen, focus, and comprehend material in a meaningful way. The success rate of peer tutoring explanations to a buddy is higher than that of teacher-provided explanations. Adults and learners understand situations differently, and learners also use more familiar terminology. Peer tutoring is a term for learning in which students are divided into groups and some students who have above-average grades are chosen as tutors in each group, so that their friends who have difficulty in learning can learn together and can learn from other friends so that they can follow their friends and not be left behind [\(Sujatmiani, 2015\)](#).

Peer tutoring is crucial for the tutor as well since it promotes learning via instruction. [Hart](#) (2006) conducted an evaluation study and reported that peer tutoring increased students' motivation to learn. This result is supported by [Whitman](#) (2012) and [Annis](#) (2013) who argue that peer tutoring can be the most intellectually rewarding experience of a student's career. They found peer tutoring helped students perform better on higher order conceptual understanding scales than students who read the material simply for study purposes. Peer tutoring serves as an effective way to improve self-esteem in students. Peer tutoring aids interaction among peers not only academically but also socially. Some experts believe that a subject can be truly mastered only if the learner is able to teach it to others. Peer tutoring gives students the opportunity to learn at their best and at the same time become a source of learning for each other. According to [\(Nurdiyannah, 2021\)](#), the steps for implementing peer tutors are: 1) divide students into small groups as many as the segments of material to be presented; 2) each small group is given the task of learning one topic of material, then teaching it to other groups. The topics should be interrelated; 3) have each group prepare a strategy to deliver the material to classmates. Advise them not to use the lecture method or read reports; 4) give some suggestions such as: a) use visual aids; b) prepare the necessary teaching media; c) use relevant examples;

d) involve other students in the learning process through discussions, games, quizzes, case studies and others; e) give other students the opportunity to ask questions; 5) give sufficient time to prepare, both inside and outside the classroom; 6) each group presents the material according to the task that has been given; 7) after all groups have carried out the task, provide conclusions and clarify if there is anything that needs to be straightened out from the students' understanding.

Based on the results of the initial test conducted, by modifying learning with the peer tutorial learning method in class VII-A students of SMP N 4 Rejang Lebong with lay up shoot material, several problems were found, namely the learning system that still uses conventional methods or monotonous teaching in learning lay up shoot techniques, the value of lay up shoot technique skills that are not good. This can be seen from the average value of the basic lay up shoot technique skills achieved by students that do not reach the minimum completeness criteria (KKM) set in the Education Union. Initial test observations were carried out again in Class VIII-D SMP N 4 Rejang Lebong where the learning process has not actively involved students in learning and learning activities. The teaching and learning process is dominated by only a few students, this shows the lack of effectiveness of a method in the learning and learning process applied and the lack of student participation in the learning process. So that only some students actively follow the learning process, while some students are busy joking, chatting with friends and playing alone in the field regardless of the material explained by the teacher.

Therefore, this study aims to determine how the learning achievement of Lay up Shoot class VIII students of SMP N 4 Rejang Lebong by using the Peer Tutorial method in the process of teaching and learning activities. And this research is expected to be useful for improving the quality of education and learning in schools; as a contribution of information in the field of research in conducting class action research on physical education learning; motivate teachers to be more creative in developing the learning process; solve problems in learning so that there is an improvement in the quality of learning; achievement of student learning completeness; improve basketball lay up shoot skills; and student learning outcomes can increase. The hypothesis in this study is that the use of the Peer Tutorial method can improve the learning outcomes of VIII grade students in performing the Lay up Shoot technique in basketball games at SMP N 4 Rejang Lebong.

B. Research Methods

The subjects of this study were students of Class VIII-E totaling 37 students, consisting of 19 male students and 18 female students. The researcher chose Class VIII-E based on the lack of success in learning lay up shoot in basketball learning materials. The object of the research is the skill of doing lay up shoot in basketball learning for students in grade VIII-E of SMP N 4 Rejang Lebong in 2022. The implementation of the research is carried out in the even semester of the 2021/2022 academic year by means of 2 stages or actions. The first action (cycle I) on Monday 15 August 2022 and the second action (Cycle II) on Monday 22 August 2022. The determination of the study time refers to the school calendar and the schedule of subjects in the class. In this study using qualitative description analysis techniques, which is a research method that describes the reality or facts with data obtained in order to determine student learning outcomes achieved also obtain student responses to learning activities and student activities during learning.

Research instruments are tools or facilities used by researchers in collecting data so that their work is easier and the results are better, in the sense of more careful, complete and systematic so that it is more easily processed so that this research uses several research instruments, including: 1) syllabus, 2) lesson plans, 3) assessment instruments.

This class action research (PTK) uses a practical test (psychomotor) consisting of 4 aspects used for assessment, namely dribble the ball, step lay up shoot, movement when releasing the ball and whether or not the ball goes in. With this explanation, the implementation of the practice in this study there are two stages, namely: 1) the preparatory phase in which the Testee lined up outside the three point line according to the group while holding the ball to do lay up shoot alternately; and 2) the implementation phase where the Testee performs a lay up shoot by dribbling or in other words dynamic, starting from dribbling the ball, performing a lay up shoot step, releasing the ball and inserting it into the basketball hoop.

Frame of mind as an effort to improve the technique of Lay up Shoot with peer Tutorial method can be seen in the following design:

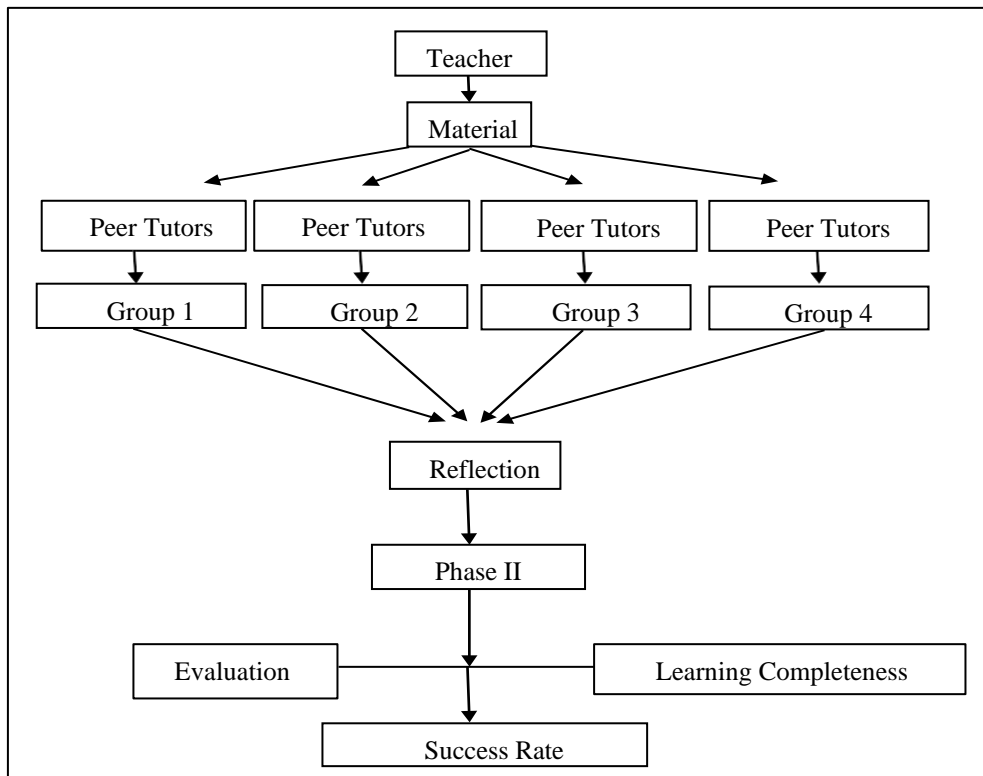


Figure 1. Framework Design

For the design of the implementation of Class Action Research Theory and practice can be implemented in accordance with the disclosed Mahmud (2013) below:

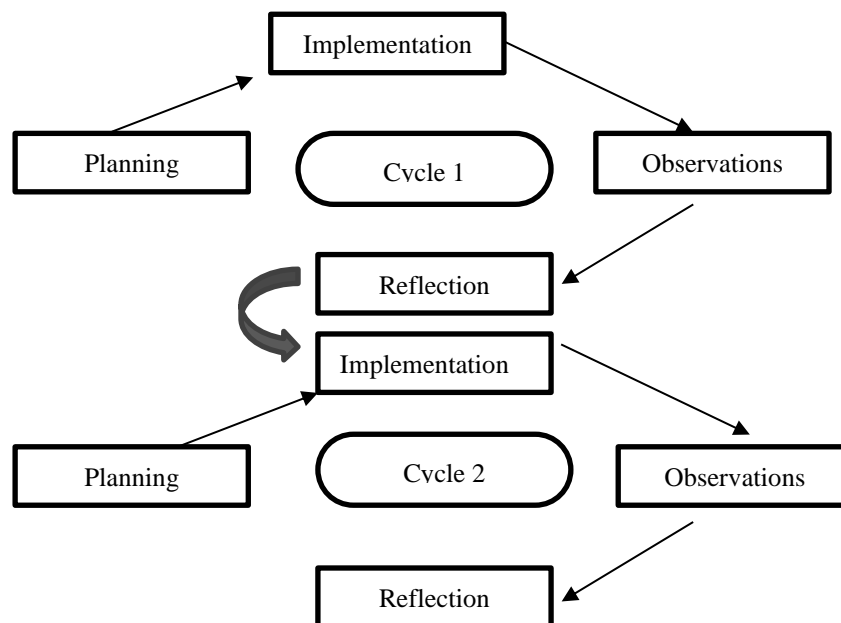


Figure 2. Action Research Class Theory and Practice

The data obtained in the analysis to ascertain whether the peer tutorial method can improve learning outcomes lay up shoot basketball in Class VIII-E SMP N 4 Rejang Lebong. In this study using qualitative description analysis techniques, which is a research method that describes the reality or facts with data obtained in order to determine student learning outcomes achieved also obtain student responses to learning activities and student activities during learning.

To analyze the success rate of students or the percentage of student success after the teaching and learning process each cycle is done by giving an evaluation in the form of practical tests at the end of each round. This analysis is calculated using simple statistics (Nuryadi, et al. 2017) namely:

a) to assess the practice test

Researchers did the sum of the scores obtained by students, which is then divided by the number of students in the class so as to obtain an average of the formulated practical tests:

$$X = \frac{\sum X}{\sum N} \quad (1)$$

With:

X = average value

$\sum X$ = sum of all student grades

N = number of students

b) to calculate the completeness of learning

There are two categories of learning completeness, namely individually and classically. Based on the implementation of teaching and learning curriculum 2013, namely a student has completed learning when it has reached a score of 75% or value of 75, and the class is called complete learning when in the class there are 85% who have achieved absorption of more than or equal to 75%. To calculate the percentage of learning completeness, the following formula is used:

$$N = \frac{\text{student acquisition score}}{\text{maximum score}} \times 100 \quad (2)$$

With:

N = value (Ananda & Fadhli, 2018)

c) the importance of learning individually

$$N = \frac{\sum \text{score obtained by students}}{\sum \text{maximum score}} \times 100 \quad (3)$$

With:

P = percentage of learning

\sum = amount (Ananda & Fadhli, 2018)

d) the art of classical learning

$$N = \frac{\sum \text{students who complete the study}}{\sum \text{student}} \times 100 \quad (4)$$

With:

P = percentage of learning

\sum = amount (Ananda & Fadhli, 2018)

Table 1. Criteria For The Success Rate Of Student Learning In %

Success Rate	Meaning
>80 %	Very High
60-79 %	Height
40-59 %	Medium
20- 39 %	Low
<20 %	Very Low

Meanwhile, to determine the increase (gain) in the skills of the process observed in each cycle is:

$$(g) = \frac{(S_{akhir}) - (S_{awal})}{100\% - (S_{awal})} \quad (5)$$

With:

G (gain) = increased student skills

Initial s = average initial process skills

Final s = average final process skills (Ananda & Fadhli, 2018)

Classify the gain as follows :

g-height = (g) > 0.7

g-medium = 0.7 < (g) > 0.3

G-low = (g) < 0.3

e) for observation sheet

Teacher and student activity observation sheet.

f) for the affective sphere using the following formula:

$$\text{Affective Assessment} = \frac{\text{Number of acquisition scores}}{\text{maximum number of scores}} \times 100 \quad (6)$$

Table 2. Minimum Completeness Criteria For Learning Penjasorkes

Qualification Completeness	Criteria
≥ 75	Completed
< 75	Not Completed

C. Result and Discussion

The following are the results of the study consisted of cognitive tests, affective tests and psychomotor tests in each cycle.

Cycle I Results

Cycle I there are 4 stages, planning (planning), action (action), observation (observing), reflection (reflection). The stages performed in the first cycle are:

1. Observation Of The Affective Sphere

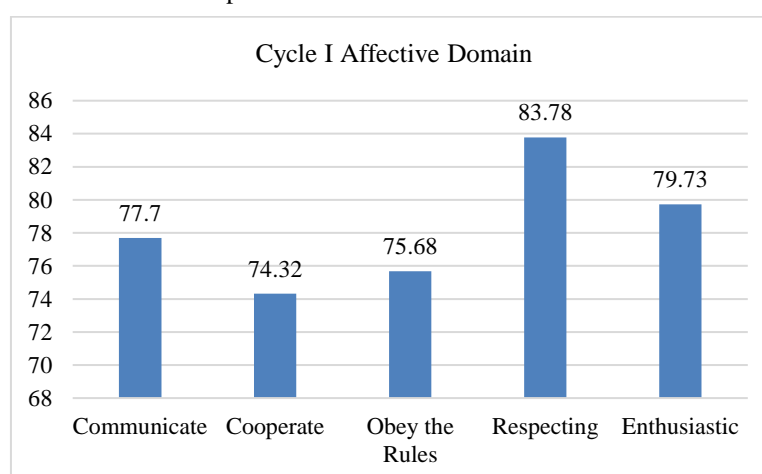


Figure 3. Results Observations The Affective Sphere Of Cycle I

In the graph above shows that the communication aspect reaches a percentage of 77.70% (high), the cooperation aspect reaches a percentage of 74.32% (high), the compliance aspect reaches a percentage of 75.68% (high), while the respect aspect reaches a percentage of 83.78% (very high), and the last enthusiastic aspect reaches a percentage of 79.73% (very high). The average value of the affective realm reached a percentage of 78.24% (high).

2. Observation Of The Cognitive Sphere

The results of observations of the average value of the cognitive realm of research related to learning lay up shoot showed that the question item number 1 showed an average percentage of 91.9% (very high), question item number 2 showed an average percentage of 97.3% (very high), question item number 3 showed an average percentage of 32.4% (low), question item number 4 showed an average percentage of 75.7% (high), question item number 5 reached an average percentage of 91.9% (very high), question item number 6 shows an average percentage figure of 64.9% (high), question item number 7 shows an average

percentage figure of 78.4% (high), question item number 8 shows an average percentage figure of 67.6% (high), question item number 9 shows an average percentage figure of 64.9% (high), question item Number 10 shows an average percentage figure of 75.7% (high), question item number 11 shows an average percentage figure of 48.6% (medium), question item number 12 percentage 91.9% (very high), question item number 13 shows an average percentage of 81.1% (very high), so that the results of the average value of cognitive observation data through the questionnaire media is 74.01% (high). The above Data as depicted in the graph below:

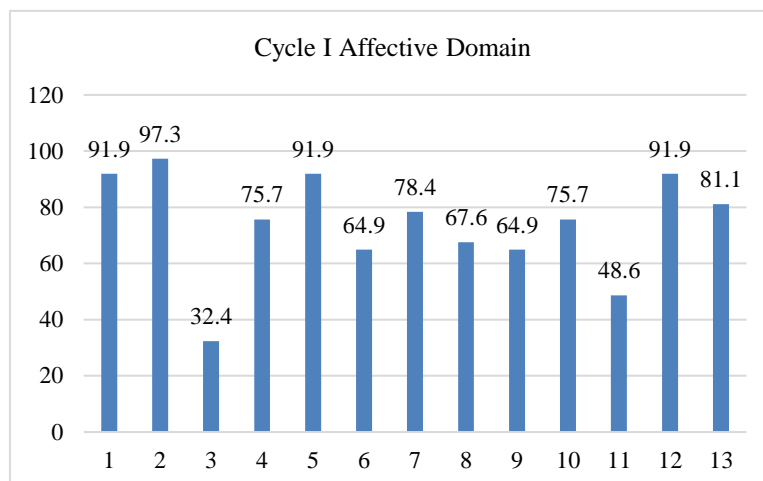


Figure 4. Results Observations The Cognitive Sphere Of Cycle I

From the results of the second cycle analysis, it appears that the majority of students have a good level of motivation and seriousness, namely 68.6% and an increase in the very good category, namely 28.6% and an increase in the very good category, namely 28.6% and the decrease in the less category was 2.9%. With the acquisition of an average score of 4.97 (Good). This means that there was an average increase of 0.34 from the previous meeting.

3. Observation Of The Psychomotor Sphere

In the graph above shows the average value of the observation of psychomotor realm lay up shoot using peer tutorial media. If explained in depth, the dribble aspect of the ball reaches an average percentage value of 71.89% (high), the aspect of the lay up shoot step shows an average percentage value of 77.84% (high), the aspect of movement when releasing the ball reaches an average percentage value of 65.95% (high), the aspect of whether or not the ball enters shows an average percentage value of 60.54% (high) so that the average percentage of psychomotor realm through peer tutorial media is as much as 69.05% (high).

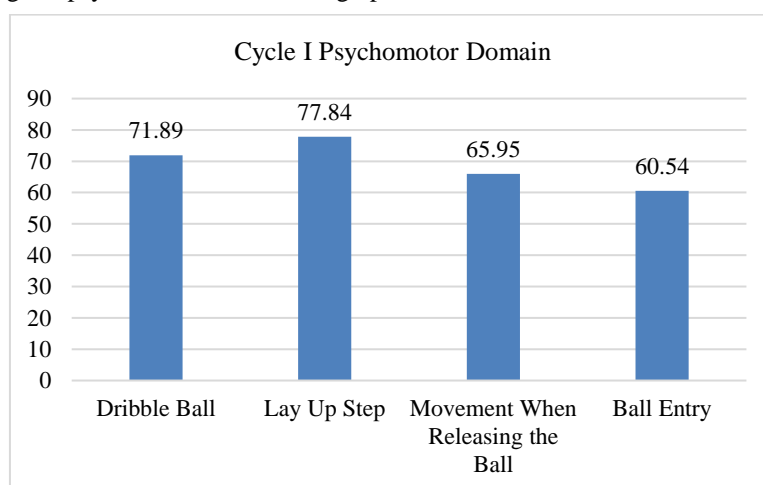


Figure 5. Results Observations The Psychomotor Sphere The First Cycle

Reflection cycle I

In the first cycle of the lay up shoot learning process, researchers and teachers of penjas have reflected on the lay up shoot learning it is seen that the qualification of obtaining an average value for the affective sphere is high, therefore there is no need to emphasize the material in the next cycle. As for the cognitive or understanding realm, the qualifications are high but there are some numbers where the qualifications are less good and not good. Question Item number 3 with an average percentage value of 32.4% (low qualification) is with foot movement material on lay up shoot, question item number 11 with an average percentage value of 48.6% (medium qualification) is with material receiving the ball on lay up shoot. For the last domain, the psychomotor domain, the qualification of the average value is high. The most difficult obstacle in the realm of psychomotor is the movement when removing the ball and the entry of the ball, students only include the average value of the percentage of movement when removing the ball as much as 65.95% with qualification (high) and the average value of the percentage of the aspect of the entry of the ball 60.54% with qualification (high). The percentage of scores in the first cycle is 73.77% with a total of 37 students participating in learning. Total students who completed as many as 21 students or 56.76% and total students who have not completed as many as 16 students or 43.24%. By looking at the percentage of score in the first cycle, learning lay up shoot using peer tutorial method has not exceeded the achievement indicator of classical completeness of 75%.

Cycle II Results

When learning takes place researchers and teachers observe the course of learning penjas lay up shoot with peer tutorial method in the second cycle. Penjas researchers and teachers also analyzed data on learning outcomes in the second cycle in the form of a final Test lay up shoot. In the first cycle Observation results on the percentage showed the average value of the affective test domain reached 83.24% (very high), while for the average value of the cognitive test domain reached 86.69% (very high), and the last for the psychomotor test domain value reached 78.92% (high).

1. Observation Of The Affective Sphere

The results of Affective observation showed that the average value of the percentage of communicating reached 79.05% (high), the average value of the percentage of cooperation reached 81.76% (very high), the average value of the percentage of compliance with regulations reached 87.16% (very high), the average value of the percentage of respect 86.49% (very high), the average value of the percentage of enthusiastic 81.76% (very high). So that the average value obtained is 83.24% (very high).

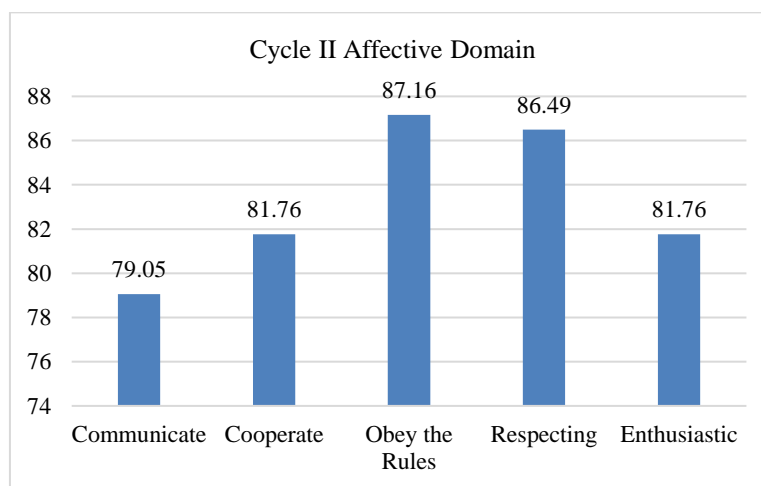


Figure 6. Results Observations Of The Affective Sphere Cycle II

2. Observation Of The Cognitive Sphere

The results of observations of the average value of the cognitive realm of research related to learning lay up shoot showed that the question item number 1 showed an average percentage of 100% (very high), the question item number 2 showed an average percentage of 100% (very high), the question item number 3 showed an average percentage of 67.6% (high), the question item number 4 showed an average percentage of 70.3% (high), the question item number 5 reached an average percentage of 97.3% (very high), question

item number 6 shows an average percentage figure of 97.3% (very high), question item number 7 shows an average percentage figure of 86.5% (very high), question item number 8 shows an average percentage figure of 75.7% (high), question item number 9 shows an average percentage figure of 86.5% (very high), question item Number 10 shows an average percentage figure of 89.2% (very high), question item number 11 shows an average percentage figure of 67.6% (high), question item number 12 average percentage figure 97.3% (very high), question item number 13 shows an average percentage of 91.9% (very high), so that the results of the average value of cognitive observation data through the questionnaire media is 86.69% (very high).

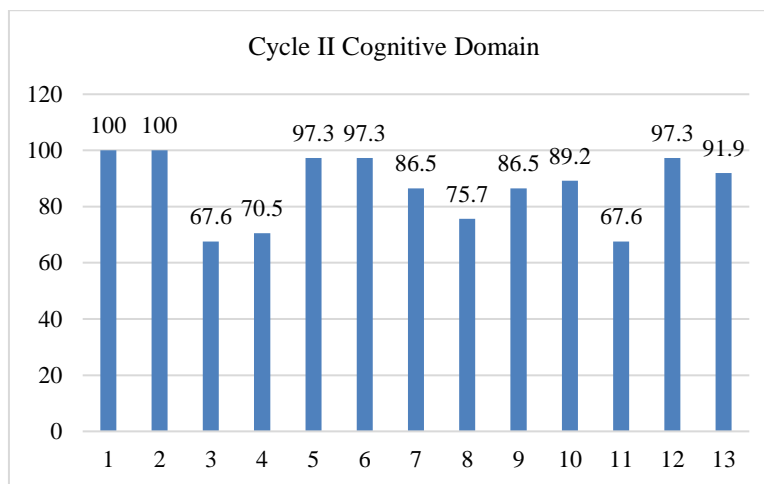


Figure 7. Results Observations Of The Cognitive Sphere Cycle II

3. Observation Of The Psychomotor Sphere

In the graph above shows the average value of the observation of psychomotor realm lay up shoot using peer tutorial method. If explained in depth, the dribble aspect of the ball reaches an average percentage value of 82.16% (very high), the aspect of the lay up shoot step shows an average percentage value of 85.41% (very high), the aspect of movement when releasing the ball reaches an average percentage value of 78.38% (high), the aspect of entering or not the ball shows an average percentage of 75.14% (high) so that the average percentage of psychomotor realm through this peer tutorial method is 80.27% (high).

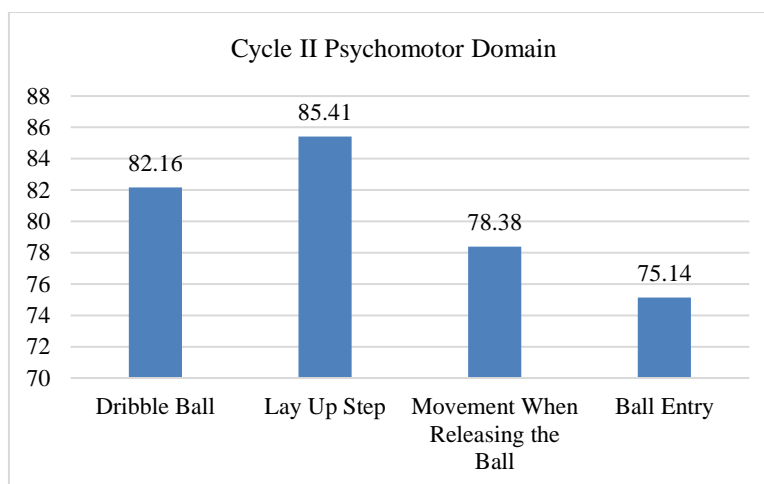


Figure 8. Observation Results Of Psychomotor Cycle II

Reflection (reflection) Cycle II

In the learning process of lay up shoot Cycle II, researchers and teachers of penjas have reflected on the learning of lay up shoot. The percentage of scores in the second cycle is 83.40% with a total of 37 students participating in learning. Total students who completed as many as 34 students or 91.89% and total students who have not completed as many as 3 students or 8.11%. The results of the discussion between researchers

and teachers penjas about Cycle II, concluded that the results of planning (planning), action (action) and observation (observing) conducted by teachers and researchers run as expected because of changes in the improvement of learning outcomes from cycle I to Cycle II, so that the second cycle can be said to be successful in other words the researchers have completed the second cycle and no further action cycle.

The results of research on the activities of cycle I and Cycle II can be explained that :

Improvement of Affective learning outcomes cycle I and Cycle II with a percentage increase of 1.35% in the aspect of communicating, the percentage increase of the aspect of cooperation as much as 7.44%, the percentage increase of compliance with regulations as much as 11.48%, the percentage increase of respect as much as 2.71%, the percentage increase of enthusiastic aspects as much as 2.03%.

Increase in the cognitive sphere in cycle I and Cycle II with a percentage increase in the aspect of Question Number 1 as much as 8.1%, percentage increase in the aspect of Question Number 2 as much as 2.7%, percentage increase in the aspect of Question Number 3 as much as 35.3%, a percentage decrease in the aspect of question number 4 as much as 5.4%, percentage increase in the aspect of Question Number 5 as much as 5.4%, percentage increase in the aspect of Question Number 6 as much as 32.4%, percentage increase in the aspect of Question Number 7 as much as 8.1%, percentage increase in the aspect of Question Number 8 as much as 8.1%, the percentage increase in the aspect of Question Number 9 was 21.6%, the percentage increase in the aspect of Question Number 10 was 13.5%, the percentage increase in the aspect of question number 11 was 19%, the percentage increase in the aspect of Question Number 12 was 5.4%, the percentage increase in the aspect of Question Number 13 was 10.8%.

Improved learning outcomes psychomotor cycle I and Cycle II with a percentage increase from the dribble aspect of the ball as much as 10.27%, the percentage increase from the aspect of the step lay up shoot as much as 7.57%, the percentage increase from the aspect of the movement when releasing the ball as much as 12.43%, the percentage increase from the aspect of the ball entry or not as much as 14.6%.

While the aspect of cooperation in the affective realm that was analyzed using Hake's Normalized Gain formula was categorized as increasing from 74.44% to 81.76%. The aspect of movement when receiving the ball in the cognitive sphere increased from 48.6% to 67.6%. The aspect of releasing the ball movement in the psychomotor realm increased from 65.95% to 78.38% and the aspect of entering or leaving the ball in the psychomotor realm increased from 60.54% to 75.14%.

During the study found advantages: and disadvantages, while the advantages are 1). In the realm of Affective cycle I, students can develop mutual respect with fellow students, teachers and referees, can be seen from the aspect of respect that reaches a percentage value of 83.78% (very high); 2). In the realm of cognitive cycle I, students have mastered the material about the movement step lay up shoot, can be seen from the questionnaire test item question number 2 which reached a percentage value of 97.3% (very high). Students have also mastered the material on hand movements on lay up shoot, it can be seen from question item number 5 which achieved a percentage score of 91.9% (very high); 3). In the realm of psychomotor cycle I, students are able to master the basic techniques of lay up shoot seen from the aspect of step lay up shoot. In the aspect of step lay up shoot in cycle I, the percentage value reached 77.84% (high). But his strength is 1. In the realm of Affective cycle I, students are less able to cooperate well in the learning process, both with friends, teachers and referees. Can be seen in the aspect of cooperation which only reached a percentage value of 74.32% (High): 2). In the realm of cognitive cycle I, students are less able to master the material about the movement when receiving the ball, can be seen from the questionnaire test item question number 11 which only reached a percentage value of 48.6% (medium). 3). In the realm of psychomotor cycle I, students are less mastered the aspect of the movement to release the ball that reaches a percentage value of 65.95% (high) and less mastered the aspect of entering or not the ball that reaches a percentage value of 60.54 (high).

Furthermore, for suggestions that need to be considered are: 1) the use of peer tutorial method is a contribution of information in the field of research in conducting physical education learning class action research; 2) for teachers: the use of peer tutorial method can be used as teacher motivation to be more creative in the development of the learning process; and 3) the use.

D. Conclusion

Class action Research entitled "utilization of peer tutorial methods in improving the learning outcomes of lay up shoot students in Class VIII of SMP Negeri 4 Rejang Lebong in 2022", concluded that there was an

increase in learning outcomes in learning lay up shoot using the peer tutorial method in students in Class VIII-E of SMP Negeri 4 Rejang Lebong in 2022.

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